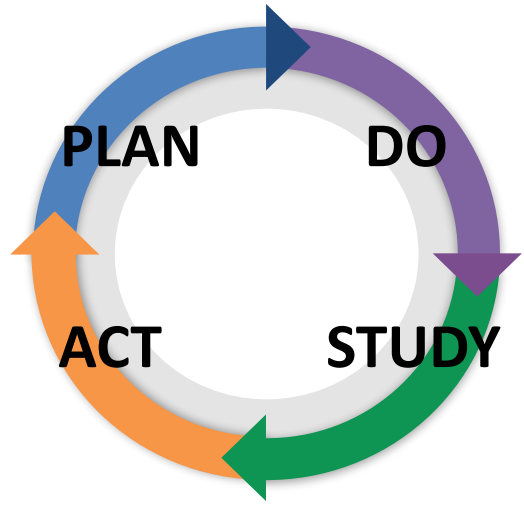


Support System Tool to Streamline Access to Student IEP Accommodations for Lesson Planning and Instruction

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Problem Statement

General educators often struggle to access and apply IEP accommodations during lesson planning and instruction. Without practical tools, this can lead to ineffective support for students with disabilities and failure to meet legal requirements under IDEA.

PLAN

If teachers can easily access student accommodations through the tool, they will be better equipped to plan and adjust instruction, resulting in improved support for students with disabilities and increased compliance with federal special education laws such as IDEA.

ACT

- Based on early feedback, enhance onboarding support for tool use. Consider adding the student information with the teachers.
- Consider adding features like planning suggestions specific to a student and their needs alongside the content they are expected to learn.
- **Next Steps:**
 - Complete post-beta test survey and feedback session with teacher.

DO

- To Conduct the beta test, I presented the information to a general education co-teacher and asked her to use the tool for four days.
- Day 1 and 2: Introduced the tool, reviewed accommodations for 4 students, and planned instruction.
- Day 3 and 4: Teachers used the tool during instruction, completed a mid-test reflection, and made real-time instructional adjustments.
- After introducing the beta test I noticed the teacher accessed accommodations quickly, and liked that the tool can be accessed through their cell phone or their computer, securely. However, due to absences and time of school year, the full beta test not yet completed.

STUDY

Pre and Post Beta Test Survey was conducted to determine how teachers were accessing student accommodations now. That data will be compared to their experience accessing the student accommodations after completing the beta test.

Key Results

The teacher liked that the tool existed and said she would use it in the future. In the past, she didn't always check IEP accommodations and often gave general supports. The tool helped her provide more individualized support based on each student's IEP.

Lessons Learned

- Teachers need tools that are simple and easy to use. When tools are simple, they are more likely to use them during planning and teaching, which helps them support students and follow IEP requirements.
- Teachers need support to use the tool during real lessons. It would be nice to be able to go into a classroom and help the teacher in real time with using the tool to access the information. Because it is new, there was difficulty accessing it quickly enough to not disrupt instruction.

Learn more:

